**Comprehensive Evaluation for L&L Master’s Students**

During the last semester of coursework, non-thesis seeking students will engage in a comprehensive evaluation of their learning. This evaluation will be a professional portfolio in which students demonstrate mastery of the TEA Standards for Professional Reading Specialists put forth by the Texas Education Agency and the International Literacy Association *Standards for the Preparation of Literacy Professionals* (2017).

In the portfolio, students must provide and explain artifacts of learning that exemplify their understanding of each of the four domains listed below that are aligned with the TEA and ILA standards. Such artifacts may include but are not limited to case studies from practicum, review of literature, reader response essays, videos of instruction, and intervention plans. In addition to each of the artifacts of learning, students must write a 5-10 page reflection per domain that explains how the artifact addresses the standards of that domain and their personal growth in becoming a literacy leader throughout the program. We recommend including three artifacts per domain. Please note that artifacts need to be derived from classes completed at TTU as part of your master’s degree. We also recommend you introduce your portfolio with a statement of how you exemplify being a literacy leader as a master’s student.

Portfolios will be submitted to Beth Watson (beth.watson@ttu.edu) in the Graduate Office by the date designated each term for the master’s comprehensive exam. This is typically six weeks into the long semester and three weeks into the first summer term. Each portfolio will be evaluated by faculty in the Language & Literacy concentration using the Portfolio Rubric listed below.

The domains of literacy research the portfolio should address consist of the following four areas:

(1) Fundamentals of Literacy Pedagogy in Digital and Non-digital Contexts

(2) Culture, Diversity, Equity, and Classroom Environments

(3) Assessment and Evaluation of Student Learning

(4) Professional Development and Leadership

Table 1: Portfolio Domains and their Alignment with State and National Literacy Standards

| **Domain of Literacy Research** | **TEA Standards** | **ILA Standards** |
| --- | --- | --- |
| 1. **Fundamentals of Literacy Pedagogy in Digital and Non-digital Contexts**
 | *Standard I*. **Components of Reading:** The Reading Specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels of early childhood through grade 12. | (1) **Foundational Knowledge**Candidates demonstrate knowledge of the theoretical, historical, and evidence-based foundations of literacy and language and the ways in which they interrelate and the role of literacy professionals in schools (2) **Curriculum and Instruction**Candidates use foundational knowledge to critique and implement literacy curricula to meet the needs of all learners and to design, implement, and evaluate evidence-based literacy instruction for all learners. |
| 1. **Culture, Diversity, Equity, and Classroom Environments**
 | Standard III.       **Strengths and Needs of Individual Students:** The Reading Specialist recognizes how the differing strengths and needs of individual students influence their knowledge of primary and secondary language acquisition to promote literacy, and applies knowledge of reading difficulties, dyslexia, and reading disabilities to promote literacy. | (4) **Diversity and Equity**Candidates demonstrate knowledge of research, relevant theories, pedagogies, essential concepts of diversity and equity; demonstrate and provide opportunities for understanding all forms of diversity as central to students' identities, create classrooms and schools that are inclusive and affirming, advocate for equity at school, district and community levels. (5) **Learners and the Literacy Environment**Candidates meet the developmental needs of all learners and collaborate with school personnel to use a variety of print and digital materials to engage and motivate all learners, integrate digital technologies in appropriate, safe, and effective ways, foster a positive climate that supports a literacy-rich learning environment. |
| 1. **Assessment and Evaluation of Student Learning**
 | Standard II.        **Assessment and Instruction**: The Reading Specialist uses expertise in implementing modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students. | (3) **Assessment and Evaluation**Candidates understand, select and use valid reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement, inform instruction, and evaluate interventions, participate in professional learning experiences, explain assessment results, and advocate for appropriate literacy practices to relevant stakeholders |
| 1. **Professional Development and Leadership**
 | Standard IV:       **Professional Knowledge and Leadership**: The Reading Specialist understands the theoretical foundations of literacy; plans and implements a developmentally appropriate, research-based reading/literacy curriculum for all students; collaborates and communicates with educational stakeholders; and participates and takes a leadership role in designing, implementing, and evaluating professional learning experiences.  | (6) **Professional Learning and Leadership**Candidates recognize the importance of, participate in, and facilitate ongoing professional learning as part of career-long leadership roles and responsibilities. (7) **Practicum/Clinical Experiences**(for Specialized Literacy Professionals only)Candidates apply theory and best practice in multiple supervised practicum/clinical experiences (for the roles of specialized literacy professionals only) |

For more information about the TEA and ILA standards referenced, please see the following websites.

**Reading Specialist Standards**

**Source: Texas Education Agency**

**Website:**[**https://tea.texas.gov/Texas\_Educators/Preparation\_and\_Continuing\_Education/Approved\_Educator\_Standards**](https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Ftea.texas.gov%2FTexas_Educators%2FPreparation_and_Continuing_Education%2FApproved_Educator_Standards&data=02%7C01%7CMellinee.Lesley%40ttu.edu%7C9c5bc4f409a1470302a308d74508fd3b%7C178a51bf8b2049ffb65556245d5c173c%7C0%7C0%7C637053777231139928&sdata=Rr3FAtyTNFEigRMQgfVqCQ46inxjsLxnGcDjA1AjKEc%3D&reserved=0)

Standard I.         **Components of Reading:** The Reading Specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels of early childhood through grade 12.

Standard II.        **Assessment and Instruction**: The Reading Specialist uses expertise in implementing modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students.

Standard III.       **Strengths and Needs of Individual Students:** The Reading Specialist recognizes how the differing strengths and needs of individual students influence their knowledge of primary and secondary language acquisition to promote literacy, and applies knowledge of reading difficulties, dyslexia, and reading disabilities to promote literacy.

Standard IV:       **Professional Knowledge and Leadership**: The Reading Specialist understands the theoretical foundations of literacy; plans and implements a developmentally appropriate, research-based reading/literacy curriculum for all students; collaborates and communicates with educational stakeholders; and participates and takes a leadership role in designing, implementing, and evaluating professional learning experiences.

**International Literacy Association Standards for the Preparation of Literacy Professionals (2017)**

**Source:** International Literacy Association

**Website:** <https://literacyworldwide.org/get-resources/standards/standards-2017>

(1) Foundational Knowledge

Candidates demonstrate knowledge of the theoretical, historical, and evidence-based foundations of literacy and language and the ways in which they interrelate and the role of literacy professionals in schools

(2) Curriculum and Instruction

Candidates use foundational knowledge to critique and implement literacy curricula to meet the needs of all learners and to design, implement, and evaluate evidence-based literacy instruction for all learners.

(3) Assessment and Evaluation

Candidates understand, select and use valid reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement, inform instruction, and evaluate interventions, participate in professional learning experiences, explain assessment results, and advocate for appropriate literacy practices to relevant stakeholders

(4) Diversity and Equity

Candidates demonstrate knowledge of research, relevant theories, pedagogies, essential concepts of diversity and equity; demonstrate and provide opportunities for understanding all forms of diversity as central to students' identities, create classrooms and schools that are inclusive and affirming, advocate for equity at school, district and community levels.

(5) Learners and the Literacy Environment

Candidates meet the developmental needs of all learners and collaborate with school personnel to use a variety of print and digital materials to engage and motivate all learners, integrate digital technologies in appropriate, safe, and effective ways, foster a positive climate that supports a literacy-rich learning environment.

(6) Professional Learning and Leadership

Candidates recognize the importance of, participate in, and facilitate ongoing professional learning as part of career-long leadership roles and responsibilities.

(7) Practicum/Clinical Experiences (for Specialized Literacy Professionals only)

Candidates apply theory and best practice in multiple supervised practicum/clinical experiences (for the roles of specialized literacy professionals only)

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| --- |
| **Rubric for Portfolio Evaluation**  |
| **Competencies**  | **Exemplary**  **(5)**   | **Satisfactory**  **(3)**   | **Needs Improvement**  **(1)**   | **Score** **(Total 50)**  |
| **Evidence of Domain 1 Fundamentals of Literacy Pedagogy in Digital and Non-digital Contexts**  **(TEA Std 1 and ILA Std 1&2).**   | Provide multiple examples of theories that exemplify their understanding of the fundamentals of literacy pedagogy and their ability to reflect critically about literacy pedagogy (e.g., guided reading, reading workshop, differentiated instruction, text complexity, reciprocal teaching, reading apprenticeships).   | Provide some examples of theories that exemplify their understanding of the fundamentals of literacy pedagogy and their ability to reflect critically about literacy pedagogy.   | Provide no examples of theories that exemplify their understanding of the fundamentals of literacy pedagogy and their ability to reflect critically about literacy pedagogy.   | X2=   |
| **Evidence of Domain 2**  **Culture, Diversity, Equity, and Classroom Environments**  **(TEA Std. 3 and ILA Std. 4&5).**      | Demonstrates strong evidence of theoretically-sound implementation of culture, diversity, and equity into an educational setting including plans for further applications (reflection and action/praxis).   | Demonstrates some evidence of theoretically-sound implementation of culture, diversity, and equity into an educational setting.      | Demonstrates no evidence of theoretically-sound implementation of culture, diversity, and equity into an educational setting.      | X2=   |
| **Evidence of Domain 3**  **Assessment and Evaluation of Student Learning**  **(TEA Std. 2 ILA Std. 3)**   | Uses multiple formal and informal assessments (e.g., test scores, reading logs, reflective journals, writing portfolios, informal reading inventories, running records, and other performance assessments). Applies knowledge gained from assessments to implement a variety of instructional practices as interventions (e.g., reading workshop, guided reading, and strategic reading).   | Uses at least two or three types of formal and informal assessments.  Uses at least three pedagogically sound instructional practices.   | Uses test data and one type of informal assessment. Uses at least two pedagogically-sound instructional practices.   |    |
| **Evidence of Domain 4**  **Professional Development and Leadership**  **(TEA Std. 4 and ILS Stds. 6&7)**   | Provides multiple in-depth examples of how the student has evolved in their thinking about improving the context of teaching and learning in literacy instructional settings.   | Provides some examples of how they have evolved in their thinking about improving the context of teaching and learning in literacy instructional settings.   | Provides one or no examples of how they have evolved in their thinking about improving the context of teaching and learning in literacy instructional settings but not based on sound theory.   |                **X 2 =**   |
| **Knowledge of Extant Literature in the field of Literacy Education**  | Indicates thorough understanding of extant literature and a complex understanding of literacy topics.   | Indicates an adequate understanding of the extant literature and adequate ability to reflect on literacy topics.      | Indicates a shallow understanding of extant literature and a lack of critical reflection over literacy topics.   |     |
| **Knowledge of Research-based Writing Instruction**  | Indicates a thorough understanding of writing pedagogy (e.g., writing process theory, writing in the disciplines, differentiated instruction, writing workshop) and ability to reflect critically about writing pedagogy methods.      | Indicates an adequate understanding of writing instruction and critical reflection.   | Indicates a shallow understanding of writing instruction and a lack of critical reflection.   |     |
| **Organization and Writing Style Presented in the Portfolio**  | Portfolio has a clear focus, is well organized with all required components aligned to the ILA and TEA standards, addressed in a thorough manner and written in a clear, conventional and engaging academic style (APA format).   | Portfolio has an adequate focus and organization with all required components adequately addressed, aligned to ILA and TEA standards, and written in a clear and conventional academic style.      | Portfolio has an unclear focus and organization with all required components inadequately addressed and written in an inadequate academic style with distracting errors in usage.   |        |
|  |     |     |     |  **Total:** |